



SEN Information Report for Special Educational Needs and Disability

Signed:

Chair: S. Gribbin

CEO: R. Swindells

LGC Chair: R. Dutton

Head: S. Waterhouse

Date: 5th January 2026

Review date: February 2027



What are Special Educational Needs (SEN)?

The SEND Code of Practice outlines the below:

“A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age or if they have a disability that prevents or hinders them from making use of the facilities provided for others of the same age.”

Our aim is always to work with all families to understand what difficulties a child is experiencing and to make sure they receive the right support from the right place at the right time.

The School Ethos and Teaching and Learning Approach

Inclusion is at the heart of our school and SEN department. We want every child to feel included and supported, including those with special educational needs.

We provide enrichment opportunities to all pupils in school such as a wide range of extra-curricular boosters and clubs, educational visits locally, nationally and internationally, inspiring visitors, RSHE days (Relationships, Sex and Health Education) and an ambitious careers and Post-16 programme. Pupils with SEN are given the same support in these activities as they are entitled to in lessons so that they can take part and thrive alongside pupils who do not have SEN.

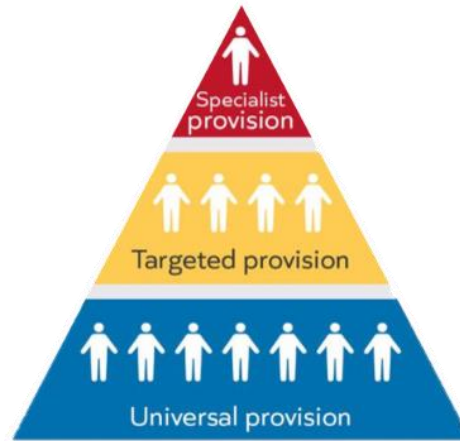
We believe that Quality First Teaching across a broad and balanced curriculum is the best way to ensure that the needs of most pupils are being met by the classroom teacher. All teachers adopt the 5-a-Day principle (below) to ensure that high quality teaching improves the outcomes of all pupils, especially those with SEN, and develops independent learners. Teachers constantly reflect on their practice and share strategies within and across departments which they can use in response to the needs of individuals.





Chesterton Community Sports College SEND Information Report

At CCSC, we are committed to being inclusive and providing a high-quality education for every child. However, the special educational needs of some pupils require targeted or specialist provision in addition to the Quality First Teaching available to all pupils at a universal level. We will outline how we identify pupils who may need targeted or specialist provision in the following sections.



There are 4 broad areas of need that are classified as Special Educational Needs. These are the types of SEN that are provided for at CCSC:

Communication and Interaction (including ASD)

Pupils with speech, language and communication needs (SLCN) may find it harder to communicate with others, struggle to express themselves, to understand what others are saying, or to use the social rules of conversation—like taking turns or reading body language. Every child with SLCN is unique, and their needs can change as they grow.

Cognition and Learning

Some children may need extra support if they process information or learn at a slower pace than others their age, even when work is adjusted to suit their needs. Learning difficulties can look very different from child to child.

Learning difficulties can include:

- Moderate learning difficulties (MLD): Children may need extra help in some areas of learning.
- Severe learning difficulties (SLD): Children may need support across most or all areas of the curriculum, and they may also have challenges with communication or movement.

Some children have specific learning difficulties (SpLD), which affect particular areas of learning rather than overall ability. These include conditions such as:

- Dyslexia (reading and writing)
- Dyscalculia (understanding numbers)
- Dyspraxia (movement and coordination)

Social Emotional Mental Health

Children and young people can face a wide range of **social and emotional challenges**, and these can show up in different ways. Some children may become quiet, withdrawn, or prefer to be on their own. Others may show their feelings through challenging or disruptive behaviour.



Chesterton Community Sports College SEND Information Report

Sometimes these behaviours can be linked to underlying mental health needs, such as anxiety, low mood, self-harm, eating difficulties, or physical symptoms that don't have a clear medical cause.

Some children may also have conditions such as **attention deficit disorder (ADD)**, **attention deficit hyperactivity disorder (ADHD)**, or **attachment difficulties**, which can affect how they manage emotions, attention, and relationships.

Sensory/Physical

Some children and young people may need extra help at school because they have a disability that makes it harder for them to use the learning facilities that other children can access easily. These challenges can vary with age and may change over time.

Children with **vision impairments (VI)** or **hearing impairments (HI)** often need specialist support or equipment to help them learn.

Some children with a **physical disability (PD)** may also need ongoing support, equipment, or adjustments so they can take part in the same learning experiences and opportunities as their peers.

Our goal is always to ensure every child can access learning in a way that works best for them.

Children may have special educational needs within more than one area.

How we identify children who may have Special Educational Needs (SEN)

At CCSC, we know that all children learn and develop at their own pace.

At the start of each academic year, all pupils sit numeracy and literacy tests using the latest software which gives a baseline literacy and numeracy age. This software also allows us to break down pupils results into strands and identify strengths and weaknesses in literacy and numeracy which are relevant across the curriculum.

We use AfL strategies constantly in class to inform our teaching and we regularly assess pupils' knowledge and skills across the curriculum during exams and assessments. The Senior Leadership Team, SENCo, Heads of Departments, Heads of Key Stages and Heads of Years will meet after key assessment points throughout the year to discuss pupil's progress and attainment. If we notice that a child's progress is:

- Significantly slower than peers starting from the same baseline
- Fails to match their previous rate of progress
- Fails to close attainment gap OR widens it

then we will work closely with pupils, parents and other professionals, if needed, to understand their needs and provide the right support from the right place at the right time. Parents will be informed if we feel a pupil needs to be added to our SEN Register and what wave of provision we feel they need to be on. At CCSC, we have four waves of provision:



Chesterton Community Sports College SEND Information Report

- Wave 1 (Grey Star) pupils whose special educational needs are met with the Quality First Teaching available in our universal provision but who need to be monitored closely.
- Wave 2 (Yellow Star) pupils who are receiving weekly interventions relating to their area of need or pupils who have external services working with them.
- Wave 3 (Blue Star) pupils who may be accessing Alternative Provision, have multiple interventions or service involvement and for whom we may be gathering information to request an Education, Health and Care Needs Assessment (EHCNA).
- Wave 4 (Red Star) pupils who have an Education, Health and Care Plan (EHCP)

All pupils on the SEN register have a **Pupil Passport**, which outlines:

- their broad area of need(s)
- an overview of their specific needs and background
- strategies that work best for them
- the child's own voice from their termly Pupil Voice Surveys
- termly targets which we set collectively
- literacy and numeracy ages
- any interventions taking place

All staff have access to **Pupil Passports** to help inform their planning and help to build relationships with our pupils where they feel seen and understood. The SENCo, **Mrs L Till**, reviews these **Pupil Passports** at least once per term to make sure they are up to date and a true reflection of the child. These form the centre of our discussions with pupils, parents and staff. Parents can receive a copy of their child's Pupil Passport on request.

We use baseline data, subject specific data and teacher feedback to identify pupils who need provision above and beyond the classroom teacher. They may receive weekly interventions from the SEN department and in some cases will receive in class support from a Learning Support Assistants. These interventions aim to improve progress in areas such as phonics, reading, spelling, handwriting, numeracy and SEMH. Pupils will have a baseline at the start of their intervention period (usually a term) and their progress will be monitored throughout to ensure interventions are effective.

If we feel that there are still concerns around the progress being made despite interventions and Quality First Teaching, we will follow the Graduated Approach and make use of the Local Offer to better meet the needs of the child. This may include working with:

- Other local SENCOs in networking meetings
- The SEND and Inclusion Hub
- The Autism Inclusion Team
- The Hearing or Visual Impairment Team
- Educational Psychologists
- Speech and Language Therapists
- Behaviour Support
- Cicely Haughton Outreach Services
- SEDIS

What should I do if I think my child may have special educational needs?



Chesterton Community Sports College SEND Information Report

If you have concerns, please discuss these with the pupil's Form Tutors or Head of Year. As part of the Graduated Approach, your child's Form Tutor or Head of Year will discuss your concerns with your child's teachers, gather data and collate feedback about potential needs under the guidance of the school SENCo. The SENCo will then review pupil, parental and professional views and decide on the most appropriate course of action. This may include:

- Monitoring your child's wellbeing and progress closely and reviewing and agreed intervals
- Adding your child to the SEN Register or reviewing their wave on the register
- Arranging a meeting to discuss concerns and strategies in more detail
- Updating staff and providing appropriate training
- Supporting parents in approaching their GP for referrals to external services
- Consulting or making referrals to external services
- Putting specific interventions in place.

All parents' concerns will be listened to and your views and aspirations for your child will be central to any support offered.

How will I know how my child is doing?

- Pupils receive Event Logs to recognise good effort, behaviour and attitude and Conduct Logs to highlight lack of effort or poor behaviour. Their behaviour record is live on iSAMS for pupils and parents to see.
- Parents are encouraged to discuss their child's progress with their Form Tutor, Head of Year or subject teachers. If appropriate, the SENCo, Key Stage Leader or a member of the Senior Leadership Team can also meet to discuss progress. Please contact the school office to arrange phone calls or meetings.
- Teaching, pastoral or SEN staff may contact parents to discuss any concerns arising.
- A termly report is issued for each pupil and published on the parent and pupil iSAMS portals.
- Parents' Evenings take place annually with all pupils' teachers.
- For pupils with EHCPs, their keyworker from the SEN Department will update parents regularly on progress in relation to their EHCP targets and withdrawals.
- For pupils with an EHCP, progress will also be discussed at the annual review meeting.

We closely monitor and regularly evaluate the effectiveness of our SEN provision at all levels, drawing on the wishes of the pupils and parents and advice of teachers and external services as appropriate.

What support will there be for my child's overall wellbeing?

At CCSC, we believe that student wellbeing is at the heart of success both in and out of the classroom. Our Wellbeing Programme has been designed to help every student develop the skills, confidence and resilience they need to thrive during their time at school and beyond. By focusing on wellbeing, we aim to:

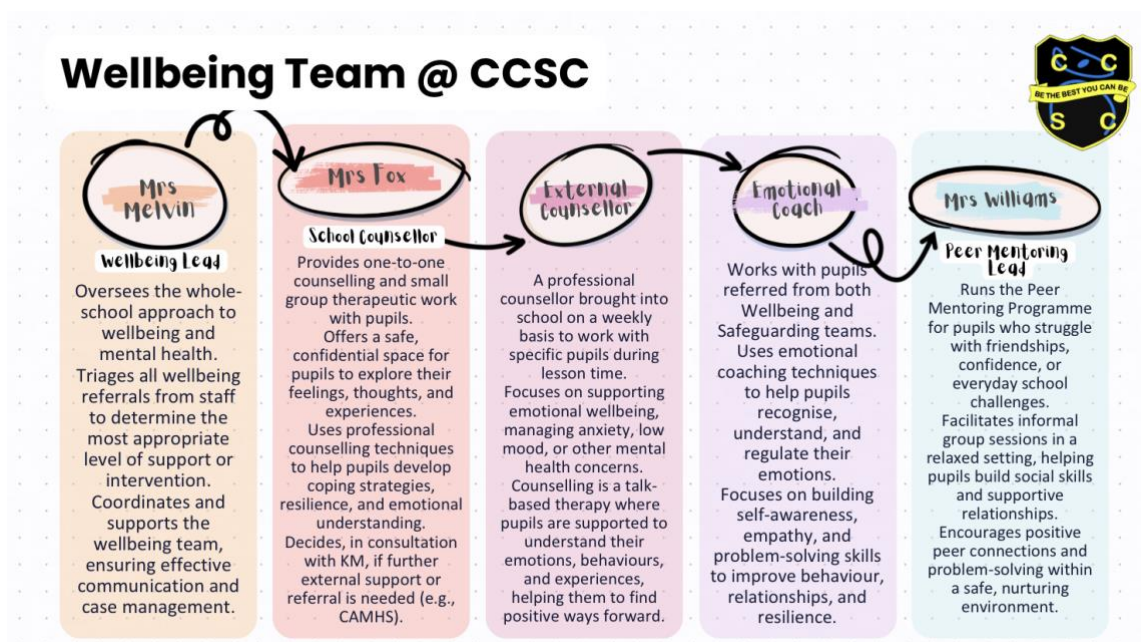
- Support students in developing resilience and healthy coping strategies.
- Improve attendance and engagement in lessons.



Chesterton Community Sports College SEND Information Report

- Prepare students with the life skills they will need beyond school.

Through a combination of workshops, mentoring, resources and whole-school initiatives, our Wellbeing Programme will help students feel supported, confident, and ready to achieve their potential. If you have any questions or concerns about your child's wellbeing, please contact your child's Form Tutor.



How will my child be supported when moving between phases of education?

A number of strategies are in place to enable effective pupil transition. These include:

- Year 5 and Year 6 Primary Days for pupils from all local primary schools plus additional afternoon sessions to sample more of our curriculum.
- During our Open Evening, primary age pupils and parents are invited into school to talk to subject-specific teachers. During this event, the SENCo is available, along with the SEN Department and Primary Transition Lead to discuss any specific needs.
- Parental tours are offered during the school day all year round to see the school in action. These can be booked through the school's reception.
- After application, if your child has an EHCP we may observe your child at primary school, contact their teacher for feedback and speak to parents as part of the consultation process.
- A programme of transition for all pupils takes place in the summer term of Year 6, including a full day in school where pupils will meet their Form Tutors
- Pupils with SEN may be invited to additional transitions on a small group or 1:1 basis dependent on need
- Y6 Welcome Evening allows parents and pupils to meet Form Tutors, Head of Year, Key Stage Leader and all subject teachers.
- From Y9 onwards Annual Reviews of pupils with EHCPs will include appropriate targets around preparing for adulthood and these will be discussed collectively with pupils and parents and achieved collaboratively.
- Y10 and Y11 pupils will be supported by the SEN and Careers team to visit Post-16 providers and find a suitable setting and course.



Chesterton Community Sports College SEND Information Report

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or raise a concern, please make contact with any of the following:

- Your child's Form Tutor
- Your child's Head of Year
- Your child's Key Stage Leader
- The SENCo: Mrs Laura Till- contactable via the office contactus@ccsc.staffs.sch.uk
- SLT: Mrs Hannah Felton

Support services for parents of pupils with SEN include:

SENDIASS Staffordshire Family Partnership <https://www.staffs-iass.org/home.aspx>

IPSEA Independent Provider of Special Educational Advice <https://www.ipsea.org.uk/>

Staffordshire County Council's Local Offer

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>